

GOOGLE MEET APPLICATION AS A TEACHING LEARNING PROCESS MEDIA

(A Case study students and lecturers in Institut Agama Islam Ngawi)

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ABSTRACT This study investigates Google Meet application to be used as a teaching learning process in Institute Agama Islam Ngawi, the research design of this study qualitative approach and the research was A case study. The participants of the study were lecturers and students in Institut Agama Islam Ngawi. The result of this study Google Meet could be used as alternative media to teaching learning process during pandemic Covid - 19 although it was going quite difficult because the tools were not prepared and checked

Keywords: Google Meet, The use, Obstacles, Solving.

ABSTRAK :Penelitian ini menganalisa penggunaan google meet dalam proses perkuliahan di kampus institute agama islam ngawi, penelitian ini menggunakan pendekatan kualitatif dengan pendekatan studi kasus, partisipan dalam penelitian ini dosen dan mahasiswa institute agama islam ngawi . hasil dari penelitian ini google meet bisa sebagai alternative untuk proses perkuliahan di masa pandemic covid -19 terdapat kesulitan dalam pengoprasiannya tidak di siapkan dan tidak di periksa ulang.

INTRODUCTION

The effect of PPKM (Pemberlakuan Pembatasan Kegiatan Masyarakat) level 1.2.3.4 to bypass direct contact (physical distancing) with other students on Covid-19 that is enforced by the government. School, university, institutions, business area, and religious institutions do meeting events by using online meeting platform for the sustainable activities. On line media has been viewed as the most appropriate strategy to deal with this obstacles. Nehe berita mabarasi stated Electronic learning (E-Learning) has been viewed as the most appropriate strategy to deal with the teaching and learning process¹. The other hands, PPKM to bypass get impact on the teaching and learning process in school or university, lecture and students should be utilize on line media to solve this obstacle.

It is needed by lecture and students because teaching learning process cannot do as before (*face to face*). So, on line-based platform can be a solution on learning process at this time continues to run smoothly because it is one way to keep direct contact with other students in teaching learning process, Andi Hamzah Fansury et al stated learning process during the pandemic is one way to bypass direct contact (physical distancing) with other students; it is more flexible and can be accessed without constraints². This statement is supported by The Minister of Education and Culture of the Republic of Indonesia stated teaching learning process in school, university, and collage cannot do face to face, it is stated in the circular number 36962 MP-K.A HK 2020³.

¹ Berita Mambarasi Nehe, "Students' Perception on Google Meet Video Conferencing Platform During English Speaking Class in Pandemic Era," *Journal of English Education* 10, no. 1 (2021): 93–104, <https://journal.uniku.ac.id/index.php/ERJEE>.

² Andi Hamzah Fansury et al., "Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on COVID-19 Pandemic," *Journal of Southwest Jiaotong University* 55, no. 3 (2020), <https://doi.org/10.35741/issn.0258-2724.55.3.40>.

³ kemendikbud, "Surat Edaran Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 36962/MPK.A/HK/2020," *Mendikbud RI*, 2020, 1–2, <https://www.kemdikbud.go.id/main/index.php/files/download/c5d9f0ec9ff40c6>.

So, we as a lecture should be creative to choose suitable media for teaching learning process. We can utilize alternative media digital for teaching learning process like video conferences google meet, zoom or we can utilize e-learning like WhatsApp group, Edmodo, etc. those media can be utilized for teaching learning process and those are useful for alternative media. Pratama stated teaching learning process can be done by on-line application and this is helpful between teacher and students⁴. Then, Octaviani tried zoom for teaching grammar, the finding of her research stated Zoom can be used to teaching grammar when it had good internet connection, but a bad internet connection cannot use, and those problems can be solved. So, her research stated Zoom was useful for teaching grammar even though both teacher and students got the obstacles from media and devices, internet access and network, and facilities⁵.

In additional, utilize online media (*Google Meet*) can be used to teach a descriptive text on English, the result of those studies state *Google Meet* suitable for teaching descriptive text in English material⁶. Video conferences like Google meet are platform digital which is developed by Google, Google meet has been guaranteed by the developer. So, the activities carried out on Google Meet are safe and cannot be known by others. St John stated Google meet is provided built-in protection by default that will keep users' meetings safe⁷.

In addition, one of the familiar application which is used in teaching learning process in Institut Agama Islam Ngawi is Google meet because it is easy to be operated by lecture or students, free of charge, unlimited time, and easy to be modified look like face to face learning process.

⁴ Hendri Pratama et al., "The Trend in Using Online Meeting Applications for Learning During the Period of Pandemic COVID-19: A Literature Review," *Journal of Innovation in Educational and Cultural Research* 1, no. 2 (2020): 58–68, <https://doi.org/10.46843/jiecr.v1i2.15>.

⁵ Universitas Negeri Surabaya et al., "THE USE OF ZOOM CLOUD MEETING FOR TEACHING ENGLISH GRAMMAR IN AN Anggi Yanita Octaviani Abstrak" 09, no. 02 (2021): 83–92.

⁶ Aswir Aswir, Muhammad Sofian Hadi, and Fatimah Rosiana Dewi, "Google Meet Application as an Online Learning Media for Descriptive Text Material," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (2021): 189–94.

⁷ Allen St. John, "It's Not Just Zoom. Google Meet, Microsoft Teams, and Webex Have Privacy Issues, Too.," n.d., <https://www.consumerreports.org/video-conferencing-services/videoconferencing-privacy-issues-google-microsoft-webex-a7383469308/>.

Based on the background of the study above the researcher is interested to analyze *Google meet application as a teaching learning process media (A case study students and lecture in Institut Agama Islam Ngawi)*

Based on the background of the study above, the following research question are:

How does the lecture use Google meet for teaching learning process?

What are lecture obstacles of using Google Meet for teaching learning process?

How does the lecture solve the obstacles of using Google meet?

METHOD

The research design of this study was qualitative approach and the research was a case study design. According to Yin in Zaidah Zainal as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used⁸. It described the real situation of the students when they were taught using Google Meet by the lecturer. Thus. The aim of the study was to describe the *Use, Obstacles, and solving of the obstacles* when the lecturers ware used Google Meet. In addition, the researcher did not manipulate the result because it was original finding.

The subject of this study was lecturers and students in Institut Agama Islam Ngawi, the reason for choosing the subject ware Google Meet was used to teaching learning process when The Minister of Education and Culture of the Republic of Indonesia published circular number 36962 MPK.A HK 2020. Then, the researcher want to know the obstacle of the Google Meet in teaching learning process, and. The solving of the obstacle.

⁸ Percival Symonds and Percival M. Symonds, "The Case Study as a Research Method," *Case Studies*, 2016, 15–15, <https://doi.org/10.4135/9781473915480.n2>.

In addition, the sample of the participants was 10 lectures and 150 students from all majors. Then, interview guidelines and observation checklists were used as instruments for collecting data. Data were collected online and offline, the researcher did offline when the researcher took from the lecturers. on line, when the researcher took from students. Then, the researcher combined Google meet and Google drive to distribute instruments.

RESULT AND DISCUSSION

Based on the research question above, three points which will be analyzed on the result and discussion, the finding in this case based on the data analysis from all participants of the use of google , the use of google meet in the teaching-learning process, obstacles, and the solving of obstacles.

a) How does the lecture use Google meet for teaching learning process

Based on the data collection from the lecturers, the following result data was observed:

1. The lecturers created an account in Google Meet then created a link to be used as a class virtual.
2. The lecturers started a class based on the course outline which was agreed by lecturers and students.
3. The lecturers shared materials using the menu in Google Meet.
4. The lecturers asked students about the material, they had understood or not. Like the question “any questions, do you understand”
5. The students shared materials to be presented every meeting.

b) What are lecturer obstacles of using Google Meet for teaching learning process?

Based on the data observed from the lecturers and students, the obstacles of the used Google Meet on teaching-learning process were the tool to be used teaching-learning process such as the internet connection, Pc/ laptop. Smartphone cameras. Suddenly, the voice and the

video were muted, the students stated their laptop/smartphone restart, low data connection, and the students and lecture forgot to turn on the speaker.

c) How does the lecture solve the obstacles of using Google meet

To solve the obstacles that happened in teaching-learning process using Google Meet, lectures asked students to prepare and check all of the tools that would be used in the learning process. So, teaching-learning process did not have a problem.

CONCLUSION

Based on the data above, it can be concluded that the lecturers used Google Meet for teaching learning process was going quite difficult because the tools were not prepared and checked. After the lecturers asked to prepare and check the problem could be solved.

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